

**INSTRUCTIONAL DESIGN FOR THE TEACHING OF  
SPEAKING SKILL AT SMP MUHAMMADIYAH 10  
SURAKARTA: NATURALISTIC STUDY**



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## AT SMP MUHAMMADIYAH 10 SURAKARTA: A NATURALISTIC STUDY

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### ABSTRACT

*This research aims at describing the instructional design for the teaching of speaking skill at SMP Muhammadiyah 10 Surakarta. It is conducted to know the implementation of the instructional design for the teaching speaking at eight grade students in SMP Muhammadiyah 10 Surakarta. The researcher gets the data of this research from event, informant and document. The techniques of collecting data are observation in teaching speaking process and interview the teacher about the implementation of the instructional design of teaching speaking. The result of the analysis shows that the implementation of instructional design is as follows: 1) Learning objectives of teaching speaking are divided into two. The general objective is to develop the speaking skill of the learner communicative competence which includes the knowledge about how to use English appropriately in communicative situation. Then the specific objective is student can use English to make a simple transactional and interpersonal conversation to interact with their environment. 2) classroom procedure used by teacher is: first, engagement and explanation. Second, engagement, explanation and evaluation. Third, engagement, explanation, elaboration and explanation. Fourth, engagement, exploration, explanation, elaboration, and evaluation which is called 5E. 3) Classroom techniques used by teacher are as follow: question and answer, discussion, role playing, games, giving feedback and summarizing. 4) The material used by the teacher was generally taken from some sources based on the syllabus. The teacher used textbook published by Kemdikbud as the printed material. The teacher also takes material from both printed and non printed source as access material on the internet or other resources such as picture. 5) The roles of teacher at SMP Muhammadiyah 10 Surakarta are facilitator, group organizer, motivator and manager. 6) The roles of students at SMP Muhammadiyah 10 Surakarta are active participant, member of group, learner's monitor and evaluate their own progress. 7) The media used by the teacher at SMP Muhammadiyah 10 Surakarta are: picture, audio, video and LCD. The teachers of SMP Muhammadiyah 10 Surakarta do not always use all the component of instructional design in teaching speaking especially in explorationcircle.*

**Keyword: instructional design, teaching speaking**

## INTRODUCTION

In SMP Muhammadiyah 10 Surakarta, English becomes a favorite subject, especially for the eight grade students. The students have fun to study English because it is pleasing and interesting. The section which they like is speaking section. For them, speaking is the most favorite part when they learn English because they can give the opinion or state something directly. Then, teaching speaking in SMP Muhammadiyah 10 Surakarta has various techniques in order to make the students more interested and attractive in the classroom. The process of teaching speaking is created to be effective and efficient. The various learning theories and concepts are used to make the students familiar with speaking English. Teacher used various of techniques in teaching speaking activity in order to make the students feel comfortable in learning English. On the other hand, the students have a good ability in speaking skill. The teaching learning process becomes effective because the student has a willingness to study English and want to maximize their speaking ability.

Instructional design is the main part of teaching learning process in the classroom. The variety or content of instructional design of teaching speaking has its own purpose in teaching learning program, especially teaching speaking. However the instructional design of teaching speaking in every school has a different way to deliver. Teaching speaking activity in SMP Muhammadiyah 10 Surakarta also has a different way and technique in their teaching learning process. The teacher uses variation of technique to make students engaged in speaking section of English class. The teacher should uses the complete component of instructional design in every teaching learning process. The component of instructional design is the important instrument in teaching learning process. The teacher should uses at least five component in teaching activity. The teacher should understands the details of instructional design in order to make the teaching activity become perfect. But, in a fact, not all the teacher uses the complete component of instructional design when teaching learning activity is already happen.

In this research, the researcher conducts a descriptive qualitative research to find out the description concerning with the instructional design for the teaching of

speaking skill at eight grades in SMP Muhammadiyah 10 Surakarta. In this research, the researcher focuses on the instructional design for the teaching speaking process in English class. This research includes naturalistic study. Naturalistic study is a study conducted in natural setting (in field of interests, not in laboratories), using natural methods (observation, interviewing, thinking, reading, and writing) in natural interests in what by people who have natural interests in what they are studying (practicioners such as teachers, counselors, and administrators as well as researcher and evaluators).

Here, the real objective of this research paper is to describe the instructional design (learning objective, classroom procedure, classroom technique, role of instructional materials, teacher roles, student roles, and media) used by teacher in teaching speaking activity and then complete it with the components which is not used by the teacher in teaching speaking activity.

## **RESEARCH METHOD**

This research is conducted in SMP Muhammadiyah 10 Surakarta which is held on August until January. The researcher conducts a descriptive qualitative research to find out the description concerning with the instructional design for the teaching of speaking skill at eight grades in SMP Muhammadiyah 10 Surakarta. In this research, the researcher focuses on the instructional design for the teaching speaking process in English class. The subjects of this research are an English teacher and the students of eight gradeC and D. The English teacher are Mrs. Daryati and Mrs. Riyana. The total of the students are 41 which consist of the eight C and D students.The object of the research focuses on the instructional design for the teaching of speaking skill at SMP Muhammadiyah 10 Surakarta which includes learning objective, classroom procedure, classroom technique, role of instructional material, teacher roles, student roles, and media.

The form of the data is information about teaching speaking process based on observation and interview notes accumulated in the field. Then the data is taken from event which is concerns with all activities in the classroom during teaching and learning process.For the informant, the researcher takes a teacher of English class

and the students of eight grade A and B which is consist of 50 students. The document in this research is written information such as materials of speaking activity. This research uses many techniques to collect the data. The researcher uses observation and interview. Then for analyzing the data the researcher uses interactive method that includes three main components, namely the reduction of the data, the display of the data, and conclusion or verification.

## **FINDING AND DISCUSSION**

The research finding and discussion from this paper shows learning objective, classroom procedures, classroom techniques, instructional material, teacher's role, student's role and media for teaching of speaking skill between Mrs. Dara and Mrs. Rara as the English teacher in SMP Muhammadiyah 10 Surakarta. The data are as follows:

### **1. Learning Objective**

From the data which is gotten from the documents and interview in teaching speaking at SMP Muhammadiyah 10 Surakarta, the learning objectives of teaching speaking can be viewed completely from the 2013 curriculum and lesson plan. The learning objectives can be divided into two categories are namely: a) General objectives and b) Specific objectives. There are two learning objectives explained which is based on Richard's theories. Richard (1997: 56) stated that curriculum goal are general statements of the intended outcome of language program and represent what curriculum planner believe to be desirable and attain the program aim based on the constraints revealed in the need analysis.

#### **a. General Learning Objective**

The researcher knows the general learning objective of speaking English can be viewed in 2013 curriculum, that is to develop the speaking skill of the learner communicative competence which includes both the knowledge about how to use English appropriately in communicative situation. In the finding of the researcher, it found that the students in SMP Muhammadiyah 10 Surakarta try to use English to communicate with their friends when teaching learning process is

already happen. Although they still use both English and Indonesian. But overall, they are try to practice to speak English everyday.

b. Specific Learning Objective

The researcher find the specific learning objective of speaking English can be viewed in interview with the teachers at SMP Muhammadiyah 10 Surakarta, that the goal is student can use English to make a simple transactional and interpersonal conversation to interact with their environment. It focus on communicative efficiency. In the finding of the researcher, it found that the students in SMP Muhammadiyah 10 Surakarta try to use English to make some conversations and try to communicate with their friends by using English for practice their speaking skill.

Based on statement, the researcher concludes that SMP Muhammadiyah 10 Surakarta has two learning objective namely, general objective and specific objective. The learning objective of teaching speaking is appropriate with the 2013 curriculum.

2. Classroom Procedure

In teaching speaking English the teacher used the same procedure. In procedure of teaching learning process, the teacher and students do some activities. The teachers use 5E (Engagement, Exploration, Explanation, Elaboration and Evaluation). Bybee's (1997) stated the stages of procedure teaching English are engagement, exploration, explanation, elaboration, and evaluation. In the teaching speaking English, the teacher was not consisten used all of stages, but they used the same procedure.

Teaching learning process at SMP Muhammadiyah 10 Surakarta especially speaking activity has 4 four patterns, namely pattern one is engagement and explanation. Pattern two is engagement, explanation and evaluation. Pattern three is engagement, explanation, elaboration and explanation. Pattern four is engagement, exploration, explanation, elaboration, and evaluation which is called 5E.

When the current research is compared with finding previous study, it can be seen from Yuliani's work (2009). The result of the research shows that: the

procedures of teaching speaking using debate are: opening class, explanation, consultation, practice and closing the class. In the researcher point of view, it has different name, but the glossary of step are the same. Then in finding of Prastiwi's (2012) the classroom procedure, the teacher divided into three steps, namely: pre-activity, main-activity, and post-activity.

So, the reseacher concludes that the teacher used one procedure in teaching speaking process namely 5E (engagement, exploration, explanation, elaboration, and evaluation) which is suitable with the theory of Bybee (1997).

### 3. Classroom Technique

Based on researcher observation, the two teacher used some techniques in teaching speaking such as question and answer, discussion, role playing, games, giving feedback and summarizing.

Accroding to Fauziati (2010) the technique of teaching speaking is aim to stimulate discussion and information-trading transaction. The classroom techniques which bear these criteria are role playing, games, problem-solving, songs, and discussion. The researcher conclude that the teachers usinf some techniques in teaching speaking in teaching learning process suitable with Fauziati in her book (2010, TEFL).

From the comparison with the other researcher, it can be obtained that the differences with the finding at SMP Muhammadiyah 10 Surakarta. Rusdiningsih (2012) illustrated the classroom activity in speaking process. The researcher found that the techniques used by the teacher in SMP N 1 Trangkil in teaching speaking are question-answer, role-play, and game techniques. While, the researcher focuses on technique in English teaching speaking such as answer and question, discussion, role playing, games, giving feedback and summarizing.

### 4. Role of Instructional Material

The material of English teaching is based onsyllabus, the two teachers use the same book. The textbook is "When English Rings the Bell" published by Kemdikbud. The teacher also take materials in another resources, such as picture from the internet. Richard (2001) argued that instructional material can take the



form such as printed material such as textbook and unprinted material such as audio or video.

The finding of this study is little bit similar with the finding of Prastiwi's (2012). She describe that the material taken from the book, internet. In her research, she found that the English teacher use printed material such as textbook and unprinted material such as picture, and the other material which is taken from internet. Then, the roles of instructional material from the printed material are (a) a resource for presentation materials (spoken), (b) a resource of actively for learner practice and communication interaction, and (c) a resource of stimulation and ideas for classroom activities. The researcher concludes that the materials used by teacher in SMP Muhammadiyah 10 Surakarta is suitable with Richard's theory.

#### 5. Teacher Roles

Teacher has an important role in teaching learning process, not only in teaching speaking, but also in every skill of English. The major role of teacher in language teaching is to build the condition and to increase the teaching learning process.

Based on the observation of the research, the researcher found that the two teachers at SMP Muhammadiyah 10 Surakarta have the important roles and they had the same roles. They are as facilitator. Teacher as facilitator means that the teacher's role is to help the students discovers their own ways of learning in order the students to work independently.

Teacher as group organizer is the way of teacher's role to develop an environment in which students work cooperatively on group tasks. As motivator is the way of teacher's role to motivate the students in every situation in the teaching learning process. As a manager, teacher tries to manage the condition of students when teaching learning process is already happen. Richard and Lockart (1994: 105) stated the roles of the teacher in teaching learning are as facilitator, as group organizer, inquiry controller, explainer, planner, manager, motivator, empowener. Based on explanation above, the researcher concludes

that the teacher's role in teaching speaking process such as facilitator, group organizer, motivator and manager.

It is different from previous findings of Prastiwi's work (2012) in SMP N 1 KarangdowoKlaten. She found that the teacher has complete roles as manager, facilitator, instructor, motivator and evaluator. When the researcher attempts to compare with the other research, there were no significant differences. The researcher's research found that the teacher in SMP Muhammadiyah 10 Surakarta has some role in teaching speaking process such as facilitator, group organizer, motivator and manager.

#### 6. Student Roles

Beside the teacher's role, the student's role is also important in the teaching learning process. The students is the main component when teaching learning process is already happen. The students also have influence in teaching learning process. Teaching learning process will be effective depend on students interest.

Based on the researcher observation and interview, the researcher found the roles of students here such as active participant, member of group, and learners monitor and evaluate their own progress.

Johnson and Paulson (1976) in Richard and Rodgers (1985:22) said that learners were seen as stimulus-responsive mechanism whose learning. The learner is the planner of his or her own learning program and thus ultimately assumes responsibility of what he or she does in the classroom. The learner is monitor and evaluator of his or her own progress. Learner is a member of a group and learns by interacting with others. Learner is a tutor of other learners. Learner from the teacher, from other students and other teaching sources. The researcher concludes that the learners role in teaching speaking is suitable with the theory by Johnson and Paulson.

The researcher tries to compare the other research. In Prastiwi's finding (2012) the students have role as the subject in teaching speaking. In the reseracher finding at SMP Muhammadiyah 10 Surakarta, students have various roles in the teaching learning process especially teaching speaking namely, active

participant, member of group, and learners monitor and evaluate their own progress.

## 7. Media

In the teaching learning process, there are some media that used by the teacher. The teacher used picture, audio, video and LCD as media when teaching learning process is already happen. Media can increase the students interest in joining the class. The teaching learning process become more attractive and interactive.

Based on the researcher observation and interview, the researcher found the media used by teacher beside teacher explain the material orally, the teacher used picture, audio, video and LCD which is suitable with the theory from (Harmer, 2001: 134) about the varieties of teaching media.

The other finding of the research is found at Prastiwi (2012) found media used by teacher are whiteboard and LCD. In the researcher finding, the teacher in SMP Muhammadiyah 10 Surakarta used media namely picture, audio, video and LCD in teaching learning process especially in teaching speaking activity.

## CONCLUSION

The conclusion of English instructional design of teaching speaking at eight grade in SMP Muhammadiyah 10 Surakarta are as follows:

The learning objective of teaching speaking process in SMP Muhammadiyah 10 Surakarta are categorized two namely, general objectives and specific objectives. The goal of general objective is to develop the speaking skill of the learner communicative competence which includes both the knowledge about how to use English appropriately in communicative situation. Then goal of specific objective is student can use English to make a simple transactional and interpersonal conversation to interact with their environment. Teacher used four pattern, is as follows: the first is engagement and explanation. Second is engagement, explanation and evaluation. Third is engagement, explanation, elaboration and explanation. Fourth is engagement, exploration, explanation, elaboration, and evaluation which is called 5E. Both of teachers use these techniques in teaching speaking, there are:

question and answer, discussion, role playing, games, giving feedback and summarizing. The material used by the teacher was generally taken from some sources based on syllabus. The teacher used textbook published by Kemdikbud as the printed material. The teacher also takes material from both printed and non printed. The roles of teacher facilitator, group organizer, motivator and manager. The roles of students are active participant, member of group, learner's monitor and evaluate their own progress. The media used by the teacher are various. The media are as follows: picture, audio, video and LCD.

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